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ABSTRACT

Robeson County, North Carolina, has the largest Indian population in the state. There are 25,684 Lumbee Indians in the county; Indian students comprise 61 percent of the school population. In compliance with Title IV-A regulations, a 1978-79 needs assessment was conducted to allow the Indian community participation in the development of cultural and social programs to supplement the educational experience of Indian children. Effort was made to reach the entire Indian community with questionnaires distributed not only to parents, students, and teachers, but also to Indian county school board members, elected officials, organizations, teachers' aides and counselors, and administrators. A total of 9524 questionnaires were sent out and 5295 retrieved, representing a 56 percent rate of response (55 percent were usable responses). Based on the previous needs assessment of May-June 1978, ten needs were listed and respondents asked to rank them by level of importance. Countywide results showed the ranking of needs to be: (1) emergency health, medical, and dental services; (2) tutorial programs; (3) Indian history and culture; (4) classes for accelerated and talented students; (5) additional counseling and guidance programs; (6) culture awareness programs; (7) recreational programs; (8) workshops and meetings for Indian students; (9) social services; and (10) arts and crafts. (DS)

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ROBESON COUNTY

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INDIAN EDUCATION NEEDS ASSESSMENT

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FY-79

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TITLE IV-A PROJECT STAFF

Ruth Dial Woods
Project Director

Grady Locklear
Director of Education

Donald Locklear
Director of Community Services

Carolyn Oxendine
Fiscal Officer

Martha Collins
Secretary

Rachel Sampson
Secretary

Terry Baker Locklear
CETA Clerical Aide

Dr. Dennis Tafoya
University of N.C. at Chapel Hill
Program Consultant

*** C O V E R ***

The cover illustration represents the trademark of the LUMBEE INDIAN ARTS AND CRAFTS ASSOCIATION whose membership is comprised of Indian artisans and craftsmen who wish to join. The emblem itself is indicative of the inherent talents of the Lumbee and other Indians in Robeson County and their recognition of their Indian ancestry and traditional love for the land. The fact that the Lumbee have been a progressive and agricultural people has been the one most unifying factor in their heritage as they are well known for their skills in farming and agriculture and it is this skill which has enabled them to survive as a people and to become independent, although culturally isolated, and to maintain their Indian heritage.

The emblem is an indication of the desire of the Lumbee and other Indians in Robeson County to maintain a link with traditional Native American culture as well as a desire to perpetuate and foster the development of native skills and crafts in future generations.

*** ACKNOWLEDGEMENTS ***

The 1978-1979 ROBESON COUNTY INDIAN EDUCATION NEEDS ASSESSMENT (RCIENA) has been conducted in compliance with the Title IV_A Rules and Regulations which stipulate that the Indian community, particularly Indian students, teachers and parents, be involved in the planning and development of educational, cultural and social programs designed to supplement the educational experiences of Indian children.

Acknowledgement is given to the members of the Title IV-A Parent Committee of the Robeson County Compensatory Indian Education Project for their participation in the review and approval of the RCIENA instrument and to Dr. Dennis Tafoya, Program Consultant, who assisted in the design of the RCIENA instrument and obtained computer services for data retrieval.

Acknowledgement is also given to the Robeson County Board of Education (LEA) and the project site school administrators who gave the Title IV-A Project Staff the necessary support and endorsement to conduct the RCIENA, the distribution of the RCIENA instrument and the retrieval of these instruments for data collection and analysis.

Special acknowledgement is given to the Indian community in Robeson County, the 5,257 Indian students, teachers, parents, Indian school administrators, Indian members of the LEA Board, other Indian agencies, individuals and organizations involved in Indian Education, and the Title IV-A Parent COMmittee who participated in the RCIENA.

Ruth Dial Woods

Ruth Dial Woods
Title IV-A Project Director

JANUARY, 1978

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**** OVERVIEW ****

According to the 1970 Census, there is a total Indian population in Robeson County of 25,684. The median family income is $5,157 and the median years of education completed is 8.2. There are fourteen (14) identifiable predominantly Indian communities in Robeson County, and in addition to Lumbee, there are Tuscarora, East Carolina Tuscarora, and those who identify with other tribes, groups, or lands. Robeson County has the largest Indian population in the State of North Carolina and the largest Indian population of any group or tribe east of the Mississippi.

Located in southeastern North Carolina, Robeson County is a rural, isolated county with a highly agricultural economy. The Robeson County School System has schools located as far as 45 miles apart as the school district is 45 miles north to south and 38 miles east to west, comprising an area of 949 square miles. Robeson County is also the second largest county in the State of North Carolina.

Traditionally, Indian students have been confined to local community institutions which restrict them to home, school, and church. The majority of the Indian students come from homes with a high incidence of social and economic deprivation, and from predominantly Indian communities which are isolated and provide little, if any, opportunities for socialization with each other, muchless with the outside cultures. The majority of the Indian parents are day laborers, tenant farmers, small farmers, and semi-skilled and industrial workers.

Prior to school desegregation, Indian students attended all-Indian schools in predominantly Indian communities with Indian teachers who were graduates of an all-Indian college. Indian students continue to

attend a school system which operates on a minimum level of state support with no special local school tax. Statistics reflect that Robeson County's ability to pay for education is among the lowest in the State of North Carolina.

There are twenty-five public schools representing eight (8) school districts in the Robeson County School System. As of October 1, 1977, total school enrollment was 13,495, sixty-one percent or 8,218 of which are Indian students. As of January 15, 1978, a total of 7,970 Indian students have been certified for Title IV-A project services, representing 97% of the Indian student enrollment. Forty-two percent of 42.5% of all children enrolled in the public schools of Robeson County are classified as socio-economically disadvantaged, and it is not unlikely that a similar percentage would apply to Indian students since they comprise the majority of the school enrollment. Robeson County Schools sustain a 27.2% rate of school drop-outs, and since Indian students comprise 61% of the student population, it can be assumed that they comprise the majority of this percentage of school drop-outs.

Indians in Robeson County are a proud, self-determined people who have in the past, and still continue to do so, fought and struggled to maintain their Indian identity. Their history is one of pure self-determination and one which inspires them to continue in their struggle to achieve federal recognition. At no time in their history have the Indians in Robeson County been recipients of any federal programs and services through the Bureau of Indian Affairs, and they have, in fact, been denied such programs and services due to their lack of federal recognition as Indians.

It was not until 1971 that some federal funds were made available for Indians in Robeson County through a grant from the U.S. Office of Economic Opportunity for a program development grant. This grant was made after an initial seed grant had been made to the Indian community

by the National Congress of American Indians for an outreach project. Ironically, this seed grant developed the capacity of the Indian community to organize and to apply for additional grants which today include an operating budget of over 1 million dollars for Indian community-based programs and NCAI has this year gone on record as denying membership to a people whom they have perhaps had the greatest amount of returns in terms of their initial $3,500 investment. The OEO grant was followed in 1973 with a grant from the Office of Native American Programs (ONAP) and a U.S. Department of Labor grant in 1971. LUMBEE REGIONAL DEVELOPMENT ASSOCIATION, INC., a private non-profit community organization is the prime sponsor of these grants and programs and also conducts a Title IV-B pre-school Indian Education Project.

Historically, state aid to Indian education in North Carolina was non-existent until 1885 when the North Carolina Legislature appropriated $500 for the education of Indians in Robeson County with the stipulation that the local Indian community would procure land and build a building. Until this point in time, the Indian communities had built and maintained their own schools, paid for their teachers and bought their school supplies and materials. This system of private subscription schools was practiced in the Indian community for fifty (50) years prior to 1885 when the seed for Indian education was planted in Robeson County with the establishment of an Indian Normal School to train and prepare Indian teachers and to equip them with the skills and knowledge to return to the Indian communities to educate Indian children.

With the implementation of school desegregation, there was a tremendous loss of community pride among the Indians who had worked long and hard to support their community schools and who could also remember when there were no schools for Indian children at all. Their status as "non-federally

recognized Indians" compelled them to give up their community schools which they had supported and become a part of the total school desegregation process. The effects of school desegregation have still not subsided, but there is a renewed interest and hope in the Indian community that the quality of education afforded Indian students can successfully equip and prepare Indian youth to function successfully in the larger society while maintaining their Indian identity and heritage.

This hope is reinforced by the control of the Robeson County Board of Education, the LEA, with six (6) Indian members of the board, one (1) Black member , and two (2) white members. Other inspirational appointments include the appointment of an Indian school superintendent and the creation of a department of Indian Education in the N. C. State Department of Public Instruction.

The Robeson County School Board has attempted to address itself to the inequities of the past, and if it continues to work forcefully and capably in meeting the needs of Indian students, it can serve as a catalyst for self-determination among Indian people, bring self-determination to fruition in Robeson County, and demonstrate the capability of Indian people to determine and mold their future. The Robeson County School Board has the capability for providing leadership in demonstrating the effectiveness of Title IV-A Indian Education programs to meet the special educational and cultural needs of Indian students, and consequently, this leadership can give impetus to the program planning and development of Indian education, not only in Robeson County, but on a state, regional, and national level.

**** INTRODUCTION ****

The 1978-1979 Robeson County Indian Education Needs Assessment (RCIENA) was conducted as a follow-up to a comprehensive needs assessment conducted in Robeson County in May-June, 1977. The purpose of the needs assessment was three-fold:

1) To meet the requirements of a needs assessment as part of the FY 79 Title IV-A Project Application process;
2) To update the initial FY 78 RCIENA, and
3) To continue to provide opportunities for the Indian community to participate in planning of programs and activities designed to meet the special educational, cultural needs of Indian students in Robeson County.

Although the Title IV-A rules and regulations specify Indian students, teachers and parents with open public hearings in the Indian community, the RCIENA has attempted to broaden the Indian base for participation by extending opportunities for informational input to Indian LEA board members and staff members, Indian elected officials, Indian school administrators, and other Indian individuals, agencies and organizations involved in Indian education.

In order to provide several options for program planning and development, it was decided that data would be analyzed in three categories:

1) Countywide Analysis of all Groups Sampled;
2) School District Analysis (8 School Districts), and
3) Local Project Site Analysis (25 Project Sites).

*** PROCEDURES FOR CONDUCT OF SURVEY ***

After consultation with the Program Consultant, a draft of the RCIENA instrument was presented to the Needs Assessment Subcommittee of the Title IV-A Parent Committee for review, modification and approval. The final instrument was presented for review and approval of the Title IV-A Parent Committee.

The Title IV-A project staff was assigned the responsibility for distributing and interpreting the RCIENA instrument to students in grades 7-12 and for distributing instruments for parents to students in grades K-12. The staff was assigned specific project site schools to distribute instruments and to return for retrieval of the instruments returned from Indian parents. The staff also coordinated the survey with Indian teachers, aides, counselors and Indian school administrators. Direct mailing was utilized for all other groups sampled.

Upon retrieval, instruments were forwarded to Dr. Dennis Tafoya of the University of North Carolina at Chapel Hill who obtained computer services and collected the raw data, interpreted rankings and prioritization of needs.

**** INSTRUMENTATION ****

Since a comprehensive needs assessment had been completed in July, 1977, it was determined that a more simple and concise instrument would be utilized as a follow-up to the FY 78 RCIENA. Fourteen (14) needs were previously identified in the FY 78 needs assessment, however, the original fourteen needs were combined and reduced to ten (10) from the original needs identified and an opportunity was again given for open-ended responses. Two administration needs were deleted: IEA Parent Training and in-service workshops and meeting for teachers. Counseling and guidance programs and services were also combined.

An attempt was made to make the general instructions brief and concise, and by request of the Title IV-A Parent Committee, a brief explanation of the types of programs and activities included in each need was indicated.

The ten (10) needs were listed and opportunities provided for ranking these needs by level of importance, ranging from no importance to very high importance, and simple instructions were also given as to the definition of these rankings.

Respondents were instructed to mark the instruments according to the category in which they were represented - school administrator, students, etc., and to identify their respective school district.

A total of 9,524 RCIENA instruments were distributed as follows:

LEA Indian Board Members	6
Indian elected officials	9
Title IV-A Parent Committee	40
Other individual agencies, organizations	18
LEA Indian staff	15
Indian school administrators	13
Indian teachers/aides/counselors	536
Indian students (grades 7-12)	3,583
Indian parents	5,304
Total	9,524

A total of 5,295 instruments were retrieved, representing a 56% rate of response, however, due to incomplete and illegible instruments, 5,257 were computerized, representing a 55% rate of response.

Schedule A reflects a comparison, by school district, of response rates to the RCIENA for the FY 78 and FY 79 surveys.

Schedule B is a sample copy of the RCIENA instrument.

Open-ended responses did not reflect sufficient variability from the ten identified needs to solicit analysis.

**** REVIEW OF DATA ****

As mentioned earlier, data collection was requested on a countywide, school district, and local project site basis. Such collection of data was requested to yield information to allow several options for program planning and development as well as to provide planning to meet the diversity of needs and concerns of local school communities.

Numerical rankings were assigned to each level of importance in order to rank needs, after which needs were ranked from 1 - 10 based on highest to lowest numerical rankings. This same procedure was utilized in all three prioritizations.

I. COUNTYWIDE

A ranking of all groups sampled was utilized for the countywide prioritization of needs. Schedule C appended hereto reflects the groups and numbers sampled and prioritization of needs by group. Countywide prioritization of needs by all groups sampled is also reflected in this schedule.

II. SCHOOL DISTRICT

Robeson County Schools are divided into eight (8) school districts, representative of twenty-five (25) individual schools. Data retrieved from students, teacher and parents was utilized for school district prioritization.

Schedule D appended hereto reflects school district prioritization.

III. SCHOOL PROJECT SITES

Data was collected for each of the twenty-five (25) school project sites in the Robeson County Schools, thus allowing community needs on an individual school basis to be prioritized. Again, data was gathered from students, teacher and parents.

Schedule D reflects school project site prioritizations.

A review of the data across all groups and in all three rankings (Schedule C and D) indicates that health services and tutorial programs are top priorities as indicated by parents, teachers and students. After these two priorities, groups and schools begin to rank other needs in variable prioritizations.

***** SUMMARY AND RECOMMENDATIONS *****

Needs assessment surveys should be reviewed annually in conjunction with program operations and evaluation to determine whether or not the needs identified are realistic and whether or not needs are being met through current programs and activities.

The decision to conduct a FY 79 follow-up RCIENA was based on seeking the best possible method for surveying the Indian community to allow for maximum participation and input into decision-making for program planning and development. The success (60% response) of the FY 78 RCIENA guided the decision to continue an effort to reach the larger Indian community as opposed to small group sampling techniques.

The FY 78 Title IV-A project was designed to meet prioritization of needs on a countywide basis. Program evaluation tended to indicate that an individualized approach to meeting local school needs would gain a higher level of community support. The FY 79 RCIENA was utilized as a planning tool to explore several options as well as review the diversity of prioritizations and to compare the prioritization on a countywide, school district, and local project site basis. In addition to providing options and determining diversity of needs and communities, this approach provided an opportunity for flexibility in program planning and development. The success of this approach was due to the initial FY 78 needs assessment instrument and the needs identified and the revision of categories of needs by combining needs into more definite and concise categories which could be translated into program components.

The local project site prioritizations will achieve several objectives:

1) Will allow flexible programming to meet local school/community needs which can be administered within a centralized operation;
2) Will reinforce the concept of meeting the special educational and cultural needs of Indian students based on the communities in which they live - i.e. rural isolated, semi-rural, small town, high or low incidence of Indian student enrollment, etc.;
3) Allow prioritization of needs by the larger Indian community and ensure maximum involvement and participation in program planning and development, and
4) Will allow the Title IV-A project an opportunity to explore several approaches to meeting the special education and cultural needs of Indian students in Robeson County.

Schedule E reflects a list of program components based on the first five (5) priorities for each project site school as identified in the FY 79 RCIENA within budgetary limitations based on minimum base grants to each project site school with additional monies allocated on the basis of the percentage of Indian student enrollment in each school.

These program components also meet the Title IV-A rules and regulations to provide educational, cultural and supportive service programs and activities for Indian students, however, continual program planning and development must ensure that supplanting and duplication of effort in the conduct of these program components is avoided.

Schedule F reflects a list of proposed program components without the establishment of minimum base grants to project site schools, but is still geared to meet the priorities as established by the FY 79 Needs Assessment. This approach would provide more services to more Indian students in each of the project sites, would continue to meet priorities as established in local school project sites, and would broaden opportunities for all Indian students, regardless of school project site enrollment, thereby

increasing opportunities for Indian students who might have the greatest amount of need and who would be entitled to less services and opportunities through the establishment of base grants to local school project sites.

The final decision as to whether or not to adopt a base grant approach which will limit the amount of services available although provide an equitable base for budgeting on school enrollment, or to adopt an across-the-board approach to provide services, increasing the number of student participants and broadening the base for comprehensive services to all Indian students will rest with the LEA and the Title IV-A Parent Committee.

SCHEDULES

Comparative Analysis of Distribution and Retrieval of Data
FY 78 & FY 79 INDIAN EDUCATION NEEDS ASSESSMENT

School District	Distributed FY 78	Distributed FY 79	Retrieved FY 78	Retrieved FY 79	% by District FY 78	% by District FY 79
#1 Fairgrove Green Grove Hilly Branch	728	791	463	412	.63	.52 -
#2 Littlefield Smiths Allenton	487	450	251	245	.51	.54 +
#3 Magnolia Piney Grove	1036	1110	656	509	.63	.46 -
#4 Orrum Long Branch Proctorville	244	239	184	181	.75	.76 +
#5 Rex-Rennert Parkton	229	223	144	150	.63	.67 +
#6 Pembroke Senior Pembroke Junior Pembroke Elementary Deep Branch Purvis Union Elementary Union Chapel	4081	4182	2389	2266	.58	.54 -
#7 Prospect Oxendine	1202	1335	706	997	.59	.75 +
#8 Southside Rowland Ashpole	537	557	373	422	.69	.76 +
	8548	8887	5166	5182	.60	.58

ROBESON COUNTY SCHOOLS INDIAN EDUCATION NEEDS ASSESSMENT

DECEMBER - 1977

To Indian Students, Parents and Teachers:

This form is a follow-up to the Needs Assessment which was completed by the Robeson County Compensatory Indian Education Project this summer. The U.S. Office of Indian Education requires that a needs assessment be completed with the participation of Indian secondary students, Indian parents, and Indian teachers before making an application for Title IV-A Indian Education funds.

The information which you give will be used to gather information on the educational and cultural needs of Indian students across Robeson County. The results of the information will be announced at a series of eight (8) public hearings which will be held in each of the school districts of the Robeson County Board of Education. These public hearings will be announced in the CAROLINA INDIAN VOICE, the ROBESONIAN, and notices will be sent from the schools as to the dates, time and place for these public hearings, or you may inquire about the public hearings by calling our Title IV-A office at 738-1421. The meetings will be held in mid-December and early January.

Your cooperation in completing the information is appreciated. You may return the form to the school which your child attends or mail it directly to our office:

Title IV-A Indian Education
P.O. Box 1328
Lumberton, North Carolina 28358

You may be assured that all information will be utilized for the benefit of Indian students in Robeson County.

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EXPLANATION: Educational Needs

TUTORIAL PROGRAMS - Individualized and tutorial services in reading, math, etc.

CLASSES FOR ACCELERATED AND TALENTED STUDENTS

...enrichment classes in speech, language, reading, spelling and arithmetic for students who are not achieving at their fullest level of ability

...special classes, workshops and seminars for talented students in creative writing, poetry, drama, dance, art and music

ADDITIONAL GUIDANCE AND COUNSELING

Individual and group counseling on youth development and individual awareness to assist students in better personal and social adjustments in school and to motivate them to a higher level of success in school

WORKSHOPS AND MEETINGS FOR INDIAN STUDENTS

Local, state and national meetings and workshops which provide opportunities for Indian students to develop leadership skills and to increase their awareness of problems unique to Indian students and youth.

Cultural Needs

ARTS AND CRAFTS

Creative experiences and special classes in local arts and crafts and Indian arts and crafts

INDIAN HISTORY AND CULTURE

...Classes to develop an awareness of local Indian history and culture

...Development of Indian studies curriculum materials to be used in social studies in classroom

CULTURAL AWARENESS

...Individual and group programs and activities to increase pride and group-identity and to motivate students to become more involved in school and the community

Field trips to places and points of interest related to Indian history and culture

ORGANIZED RECREATIONAL PROGRAMS

Recreational programs after school, Saturdays and summer programs.

EMERGENCY HEALTH, MEDICAL AND DENTAL SERVICES

For Indian students who cannot otherwise obtain these services

SOCIAL SERVICES (health, welfare, etc.)

Coordination of referrals for services from other agencies and programs and to assist in solving problems between home and school

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INSTRUCTIONS: Check the level of importance for each need on the following page:

NO IMPORTANCE means not needed
LOW IMPORTANCE means existing school programs are sufficient to meet this need
AVERAGE IMPORTANCE means this is important, but other needs should be met first
HIGH IMPORTANCE means we need programs in this area
VERY HIGH IMPORTANCE means there is a definite need for this program and it should receive a high level of consideration

EDUCATIONAL AND CULTURAL NEEDS OF INDIAN STUDENTS

DECEMBER - 1977

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Educational and Cultural Needs	No Importance	Low Importance	Average Importance	High Importance	Very High Importance
Classes for accelerated and talented students					
Arts and Crafts					
Indian history and culture					
Recreational Programs					
Additional counseling and guidance programs					
Cultural awareness programs to develop group identity, pride and positive self-concepts					
Emergency health, medical and dental services					
Social Services					
Workshops and meetings for Indian students					
Tutorial Programs-Math, Reading, etc.					
OTHER: (List)					

****

INSTRUCTIONS: Please check an X in the column below which applies to you.

- [ ] Indian member of the Board of Education-Robeson County Schools
- [ ] Member of County-wide Indian Education Parent Committee
- [ ] Indian School Administrator
- [ ] Indian teacher, aide or counselor
- [ ] Indian businessman or businesswoman
- [ ] Indian elected official
- [ ] Indian student
- [ ] Indian parent
- [ ] Other: Agency, Institution or Individual Involved in Indian Education

SCHOOL DISTRICT IN WHICH YOU LIVE _____

Roteson County Compensatory Indian Education Project
FY 79 NEEDS ASSESSMENT
(Ranking by All Groups Sampled)

GROUP AND NUMBER SAMPLED	Classes for Accelerated and Talented Students	Arts and Crafts	Indian history and culture	Recreational Programs	Additional counseling and guidance programs	Cultural awareness programs to develop group identity, pride and positive self-concepts	Emergency health, medical and dental services	Social Services	Workshops and meetings for Indian students	Tutorial Programs
ALL STUDENTS (3,041)	10	6	2	5	9	8	1	7	4	3
ALL TEACHERS (371)	3	9	8	7	5	6	2	4	10	1
ALL PARENTS (1789)	6	9	4	10	3	8	1	5	7	2
INDIAN SCHOOL ADMINISTRATORS (6)	2	9	5	3	4	6	7	10	8	1
LEA BOARD (2)	1	4	1	5	3	2	1	4	2	1
OTHER AGENCIES, INDIVIDUALS & ORGANIZATIONS (8)	2	8	3	10	5	4	7	9	6	1
TITLE IV-A PARENT COMMITTEE (40)	3	8	2	9	5	6	4	7	10	1

Total 5,257

ROBeson County Compensatory Indian Education Project
FY 79 NEEDS ASSESSMENT
(Countywide Ranking - All Groups)

GROUPS	Classes for Accelerated and Talented Students	Arts and Crafts	Indian History and Culture	Recreational Programs	Additional Counseling and guidance programs	Cultural awareness programs to develop group identity, pride and positive self-concepts	Emergency health, medical and dental services	Social services	Workshops and meetings for Indian students	Tutorial : Programs
STUDENTS, TEACHERS, PARENTS AND OTHER	4	10	3	7	5	6	1	9	8	2

Robeson County Compensatory Indian Education Project

School District Rankings (Students/Teachers/Parents)

FY 79 NEEDS ASSESSMENT

CORRECTION: SCHOOL DISTRICT RANKINGS INCLUDES DATA FROM ACROSS ALL GROUPS SAMPLED

SCHOOL DISTRICT	Classes for Accelerated and Talented Students	Arts and Crafts	Indian History and Culture	Recreational Programs	Additional Counseling and Guidance Programs	Cultural Awareness programs to develop group identity, pride and positive self-concepts	Emergency health, medical and dental services	Social Services	Workshops and meetings for Indian students	Tutorial Programs
#1 Fairgrove Green Grove Hilly Branch	7	3	5	8	4	10	1	6	9	2
#2 Littlefield Allenton Smiths	5	9	4	7	3	6	1	10	8	2
#3 Magnolia Piney Grove	1	10	4	7	9	6	2	5	8	3
#4 Orrum LOng Branch Proctorville	3	10	4	6	8	7	1	5	9	2
#5 Rex Rennert Parkton	10	3	4	5	9	6	1	7	8	2
#6 Pembroke Sr. Pembroke Jr. Pembroke Elem. Deep Branch Union Chapel Union Elem. Purvis	5	10	4	3	7	8	1	6	9	2
#7 Prospect Oxendine	8	7	2	6	5	4	1	10	9	3
#8 Rowland Ashpole Southside	7	5	9	10	3	6	1	4	8	2

Robeson County Compensatory Indian Education Project
School Project Site Rankings (Students/Teachers/Parents)
FY 79 NEEDS ASSESSMENT

PROJECT SITE SCHOOLS	Classes for Accelerated and Talented Students	Arts and Crafts	Indian History and Culture	Recreational Programs	Additional counseling and guidance programs	Cultural awareness programs to develop group identity, pride and positive self-concepts	Emergency health, medical and dental services	Social Services	Workshops and meetings for Indian Students	Tutorial Programs
Allenton	10	8	5	7	3	4	2	9	6	1
Ashpole	7	6	8	9	6	5	2	3	10	1
Deep Branch	3	2	5	8	7	10	4	9	6	1
Fairgrove	3	10	7	4	5	8	1	6	9	2
Green Grove	7	9	2	10	4	8	1	5	6	3
Hilly Branch	4	10	3	8	5	7	2	6	9	1
Littlefield	5	9	3	8	4	7	1	10	6	2
Long Branch	3	10	5	6	8	7	1	4	9	2
Magnolia	8	7	3	9	10	6	1	4	5	2
Orrum	2	10	4	9	7	6	3	5	8	1
Oxendine	4	3	2	7	10	6	1	9	8	5
Parkton	9	8	4	7	5	3	1	10	6	2
Pem. Ele.	5	10	7	3	6	8	1	4	9	2
Pem. Jr.	6	8	3	5	9	10	1	4	7	2
Pem. Sr.	7	10	8	6	4	5	2	1	9	3
Piney Grove	3	5	6	4	7	8	1	9	10	2
Proctorville	3	9	7	8	5	6	1	2	10	4
Prospect	10	7	3	8	5	4	1	9	6	2
Purvis	4	7	3	10	2	6	1	9	5	8
Rex-Rennert	10	2	6	4	9	7	1	5	8	3
Rowland	9	3	6	10	5	7	1	4	8	2
Smiths	3	9	6	7	2	10	8	4	5	1
Southside	3	7	2	10	5	9	1	4	5	6
Union Chapel	6	5	3	10	9	7	1	8	4	2
Union Elem.	6	4	3	8	10	7	1	9	5	2

PROGRAM COMPONENTS BASED ON FIRST FIVE (5) PRIORITIES
FY 79 (Utilizing minimum base grants)

SCHOOL	TUTORIAL	COUNSELING	ARTS AND CRAFTS	ACCELERATED/TALENTED	CULTURAL ENRICHMENT	RECREATION	HEALTH SERVICES	NATIVE AMERICAN STUDIES
Allenton	✓	✓					✓	✓
Ashpole	✓	✓			✓		✓	
Deep Branch	✓	✓	✓	✓			✓	✓
Fairgrove	✓	✓		✓		✓	✓	
GreenGrove/ Hilly Branch	✓	✓		✓			✓	✓
Littlefield	✓	✓					✓	✓
Long Branch	✓	✓					✓	✓
Magnolia	✓	✓			✓		✓	✓
Orrum	✓	✓					✓	✓
Oxendine	✓	✓	✓				✓	✓
Parkton	✓	✓					✓	✓
Pembroke Ele.	✓	✓		✓		✓	✓	
Pembroke Jr.	✓	✓				✓	✓	✓
Pembroke Sr.	✓	✓			✓		✓	
Piney Grove	✓	✓		✓		✓	✓	
Proctorville	✓	✓					✓	
Prospect	✓	✓			✓		✓	✓
Rex-Rennert	✓	✓	✓				✓	
Rowland	✓	✓					✓	
Smiths	✓	✓					✓	
Southside		✓		✓	✓		✓	✓
Union Chapel	✓	✓	✓		✓		✓	✓
Union Elem./ Purvis	✓	✓	✓		✓		✓	✓

Robeson County Compensatory Indian Education Project

FY 79 PROGRAM COMPONENTS
based on School Prioritizations in all Components
(without minimun base grants)

SCHOOL	TUTORIAL PROGRAMS	COUNSELING, REFERRALS & SUPPORTIVE SERVICES	ARTS AND CRAFTS	INDIAN HISTORY & CULTURE	RECREATION	ACCELERATED & TALENTED	CULTURAL AWARENESS AND ENRICHMENT	HEALTH SERVICES
Allenton	✓	✓		✓			✓	✓
Ashpole	✓	✓					✓	✓
Deep BRanch	✓	✓	✓	✓		✓		✓
Fairgrove	✓	✓			✓	✓		✓
Green Grove	✓	✓		✓				✓
Hilly Branch	✓	✓		✓		✓		✓
Littlefield	✓	✓		✓		✓		✓
Long Branch	✓	✓		✓		✓		✓
Magnolia	✓	✓		✓			✓	✓
Orrum	✓	✓		✓		✓		✓
Oxendine	✓	✓	✓	✓		✓		✓
Parkton	✓	✓		✓			✓	✓
P. Ele.	✓	✓			✓	✓		✓
P. Jr.	✓	✓		✓	✓			✓
P. Sr.	✓	✓					✓	✓
Piney G.	✓	✓	✓		✓	✓		✓
Proctorv.	✓	✓				✓		✓
Prospect	✓	✓		✓			✓	✓
Purvis	✓	✓		✓		✓	✓	✓
Rex R.	✓	✓	✓					✓
Rowland	✓	✓	✓					✓
Smiths	✓	✓				✓	✓	✓
Souths.		✓		✓		✓	✓	✓
U. Chapel	✓	✓		✓			✓	✓
U. Elem.	✓	✓	✓	✓			✓	✓